



CORPORATE PLAN 2004-2007
HM INSPECTORATE OF EDUCATION IN SCOTLAND



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ISBN 0-7053 1050 7

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Edinburgh EH11 3XD

Produced for HMIE by Astron B36238 9-04

Published by HMIE, September, 2004

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Foreword

This is the second Corporate Plan which HM Inspectorate of Education (HMIE) has produced since moving to Agency status in 2001. It covers the period 2004-07 and has been developed in consultation with stakeholders and our own staff. It will form the basis for judging our performance over that period.

Our first three years as an Executive Agency was a period of significant change for HMIE. I am pleased that we succeeded in meeting all of the main targets in our first Corporate Plan while establishing a strong platform for the future. That platform will support an even stronger focus on the impact of inspection on improving Scottish education at the establishment, local authority and national levels in the coming years. We are an organisation that is committed to best value and that commitment will continue to be reflected in all that we do.

Key developments over the life of this plan will include further increases in the frequency of school inspection in line with the agreed generational cycle; continuing to work closely with education authorities to ensure that the new approach to follow-through inspection leads to real and sustained improvement; improving our effectiveness in disseminating the best practice we identify through inspection; developing a new model for the inspection of the education functions of local authorities; extending the principle of proportionate inspection and review to our work in further education, community learning and development and early education; and continuing to improve our own efficiency and effectiveness as an organisation. The greatest challenge for us, however, will be to play our full part in establishing an effective quality improvement strategy for services for children, with an initial focus on child protection. HMIE has been asked by Ministers to take the lead in this work but it can only succeed with the wholehearted involvement of all of those bodies, whether providers or inspectors, engaged in this work. The very constructive response which there has been to our early work augurs well for the future.

Our contribution to improving Scottish education depends on close working with many partners across all the sectors we work in. Continuing to strengthen that partnership working will be central to our ability to achieve the targets in this Corporate Plan.



Graham Donaldson
HM Senior Chief Inspector

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1. Introduction

This corporate plan relates to the three financial years over the period 2004-07. The plan:

- sets out our vision, values, objectives, priorities and key activities for the period;
- outlines important issues and how we will address them;
- identifies external influences that affect the content and successful delivery of our plan and how we will take account of them;
- summarises the outcomes of the previous corporate plan for the period 2001-04; and
- focuses throughout on meeting the needs of stakeholders.

We consulted widely as part of preparing this plan. We sent copies of a draft for comment to all of HMIE's main stakeholder bodies, and mounted a copy of the same draft on our website for comment by any other interested parties.

2. Background

Status of agency

2.1 Her Majesty's Inspectorate of Education in Scotland (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998. We operate independently and impartially whilst remaining directly accountable to Scottish Ministers for the standards of our work. Agency status safeguards the independence of our inspection, review and reporting activities within the overall context of Scottish Ministers' strategic objectives for the Scottish education system.

Development of HMIE since establishment as an Executive Agency in 2001

2.2 We have worked to achieve an appropriate balance between our independence in evaluation and in day-to-day operations, and our role in supporting Scottish Executive priorities and public sector

objectives. We have placed a major emphasis on sustaining our credibility and positive influence across Scottish education and strengthening our close working relationships with the Scottish Executive and outside bodies. We now have a Management Board that includes independent external members, and publish our own annual report and accounts.

2.3 When Graham Donaldson took up the post of HM Senior Chief Inspector (HMSCI) in 2002, he initiated a *Taking Stock* exercise that reviewed our management, organisation and operation. This review led to a number of changes including internal restructuring. Changes were designed to improve the effectiveness and inclusiveness of our work practices, including the development of our staff and securing best value in all aspects of our work.

3. Core objective

3.1 Our core objective is to promote improvements in standards, quality and achievement for learners in Scottish education. We aim to do this by exemplifying the values of integrity, honesty, objectivity and impartiality, ensuring that our activities are:

- independent
- fair
- open
- focused on the needs of those who use our services.

3.2 We aim to make a major contribution to improvement and to developing the capacity of the system. We do this by delivering a balance of challenge, support and commendation for education providers. At the same time we also promote accountability for the quality of providers' services and their outcomes to Ministers, parents and the public at large.

4. Strategic management priorities

We have agreed the following four strategic management priorities with Ministers for the period 2004-07.

Strategic priority 1: Through inspection and reporting, promote public accountability for the delivery of high quality education to learners in Scotland.

Strategic priority 2: Work with other organisations to build Scotland's capacity to provide education and services for children of the highest quality for all users.

Strategic priority 3: Support informed policy development by providing high quality, independent, professional advice drawn from inspection and review evidence and knowledge of the system.

Strategic priority 4: Develop and manage HMIE as a best value organisation.

5. Operating context

Scottish educational context: Executive/Ministerial priorities

5.1 Through our programme of inspection, review and reporting, we support and improve the capacity of the education system to:

- give children the best start in life;
- create a culture of lifelong learning and adult participation in education and training;
- support the future economic and social well-being of Scotland; and
- enable the Scottish people to play an active role in United Kingdom, European Union and world affairs.

5.2 Our activities support the National Priorities in Education as introduced in the Standards in Scotland's Schools etc Act 2000 and set out in the Education (National Priorities) (Scotland) Order 2000. School inspections highlight good practice and identify areas

for improvement. They focus on pupils' achievements, the framework for pupils' learning, values and citizenship, and pupils' preparation for lifelong learning. They also evaluate how well schools promote fairness and social inclusion for all pupils irrespective of their culture, language, disability, gender, race or religion. HMIE also take close account of international standards and benchmarking in relation to the performance of the education system in Scotland.

5.3 The 2000 Act sets out the duties of education authorities to provide school education which is aimed at developing the child or young person to their fullest potential. Inspections of education authorities focus on the ways in which these authorities ensure improvement and therefore add value to the work of schools. Intervention by Scottish Ministers will rely upon the clear evaluations and sound advice from HMIE resulting from inspections and investigations.

5.4 The Scottish Executive's lifelong learning strategy *Life Through Learning; Learning Through Life* aims to achieve "a Scotland where people demand – and learning providers deliver – a high quality learning experience". HMIE's quality assurance and improvement activities in Scotland's colleges and its inspection programme in community learning and development are central to achieving high quality in lifelong learning. HMIE welcomes the opportunities provided by recent developments in school-college partnership arrangements and the forthcoming merger of the Scottish Further Education Funding Council and the Scottish Higher Education Funding Council. These developments will require extended collaborative working with key stakeholders and shared approaches with quality agencies across a range of sectors.

The Scottish Executive context as applied to HMIE

5.5 The Scottish Executive's *Changing to Deliver* initiative seeks to achieve more effective teamwork, with greater openness and responsiveness to Ministers, stakeholders and the public. As an agency we are not formally part of this initiative but we have for some

time taken action that is in line with the principles of *Changing to Deliver*. We will continue to do so, and will focus the action we take on the needs of users. It will also be consistent with the business development and continuous improvement approaches inherent in the Business Excellence Model, Charter Mark, Investors in People and the Plain English Campaign.

5.6 Government guidance in November 2003 provided advice on setting targets for executive agencies. Similar guidance on Best Value also applies to HMIE. We take account of both sets of advice in our planning.

5.7 The Scottish Executive has a policy of relocating jobs in the Executive and its agencies to locations close to the communities that they serve. Following a relocation review, HMIE is reducing its Edinburgh presence and setting up a new central office in Livingston. We are also opening two new offices in the west of Scotland. These and other accommodation adjustments will be completed during the first year and a half of this plan. We will take advantage of the potential benefits of a more dispersed service. At the same time, we will manage the moves carefully to safeguard ongoing work and the effective delivery of our objectives.

5.8 A range of recent and forthcoming legislation will have an impact on HMIE. We will evaluate and address the implications for us of this legislation. Internally, we will address any issues in our own human relations and working practices. Externally, we will do this in terms of our responsibility to ensure public accountability for the work of bodies that we inspect.

HMIE delivery context

5.9 HMIE aims to inspect all schools on a generational cycle. Every year group of pupils and their parents should typically experience an inspection at some point during their primary school career and another during secondary. In the first full generational cycle all primary schools will be inspected by the 2009-10

school session, and all secondary schools by the 2008-09 session. This commitment requires a considerable increase over the previous number of inspections each year. In achieving this we will ensure that standards are not compromised.

5.10 We are coupling this increase in the number of school inspections with new inspection arrangements introduced in 2003-04. Inspections are now more focused on key quality issues. We have replaced universal follow-up inspections by proportionate follow-through activity that depends on the outcome of a core inspection. In some cases, we withdraw from direct contact with the school. In other cases we work in partnership with education authorities, or Boards of Governors in independent schools, as they seek to bring about improvements and report to parents on progress. In other situations, where we judge that it is necessary, we maintain close contact with the school and issue further reports. Over the period of this corporate plan we will consolidate these changes and refine them to maximise their impact. The proportionate approach to follow-through will be further developed to enhance the capacity of schools and education authorities for further improvement.

5.11 As the current cycles for the inspection of the education functions of local authorities (INEA) and community learning and development (CLD) reach a conclusion in 2005, we will work with a range of partners to ensure that inspection models are more proportionate and to bring INEA and CLD closer together. These partners include:

- Audit Scotland;
- Education authorities;
- Social Work Services Inspectorate;
- Association of Directors of Education in Scotland; and
- Society of Local Authority Chief Executives and Senior Managers.

In developing these new arrangements we will take full account of the annual recommendations of the Scottish Executive Education Department INEA Review Group which most recently reported in January 2004. The revised models for these inspections are intended to be operational from August 2005.

5.12 In contributing to cross-sectoral and cross-service developments, we will refocus and extend our strategic partnerships and joint ventures with bodies concerned with inspection, audit and other evaluations. We will work with the Care Commission to inspect all pre-school centres that fall to be jointly inspected by 2006, involving some 2,400 inspections in the period 2004-06. We will consult with Ministers, our Care Commission partners and stakeholders to develop a more proportionate inspection programme from 2006. We will work with the Care Commission on inspections of school care accommodation services and secure accommodation services. We will work with Her Majesty's Inspectorate of Prisons to inspect prison education. We will also work with partners to respond to developments in education in other areas. These areas will include integrated community schools, school-college initiatives, citizenship education, enterprise in education and vocational education.

5.13 Similarly, we shall extend strategic partnerships with bodies concerned with curriculum and service developments and support, including the identification, dissemination and promotion of good practice. Such bodies will include Learning and Teaching Scotland, The Scottish Further Education Unit, Careers Scotland and the Virtual Staff College Scotland.

5.14 Major challenges will take place as a result of the Ministerial announcement on 22 March 2004. Ministers indicated that HMIE will lead the development of an inspection system for services for children, working in collaboration with other inspectorates, Quality Improvement Scotland, Audit Scotland and the Care Commission. This work will be taken forward in close collaboration with Executive departments and with the organisations representing

delivery agencies, such as CoSLA, Association of Directors of Social Work, Association of Directors of Education in Scotland, the National Health Service and the Association of Chief Police Officers in Scotland. We will develop the inspection of child protection as the first main strand of this programme. It will form an integral part of an overall system of quality assurance for children's services. The proposed date to begin piloting child protection inspections is December 2004.

5.15 Our current memorandum of understanding and service level agreement with the Scottish Further Education Funding Council (SFEFC) runs until July 2004. We will develop and agree a new memorandum of understanding and service level agreement with SFEFC for the next cycle of quality assurance activities, co-operating fully with the Council to secure and promote further education of the highest quality. We will assess the implications for our work in the inspection of community learning and development and in further education, of the recommendations in the Scottish Executive's lifelong learning strategy. We shall work with the Quality Assurance Agency for Higher Education to respond to issues at the further/higher education interface, and also with the Scottish Qualifications Authority and the Scottish Quality Management System Council to increase coherence across evaluation in post-compulsory education.

5.16 The Scottish Executive Education Department's second stage review of initial teacher education will report during 2004. We will take account of its findings and recommendations when responding to Scottish Ministers' requests to undertake inspection of aspects of initial teacher education and related evaluative activity.

HMIE resources, inputs and processes context

Management structure

5.17 The HMIE internal *Taking Stock* exercise resulted in significant reorganisation, the introduction of a new post of assistant chief inspector and a revised structure of posts with specific responsibilities. We will consolidate these changes and develop them to improve our working practices among professional staff and between professional and corporate services staff.

Human resources (HR) strategy

5.18 We have developed an HR strategy through discussion and consultation with all of our staff. Our strategy is aligned to the Scottish Executive's HR Strategy *Change Through People* under the *Changing to Deliver* programme. Its aim is to achieve an effective approach to developing and managing our people. We plan to make the new strategy fully operational over a three-year period.

Corporate planning

5.19 We have a new directorate structure, are increasing partnership working and plan to open additional HMIE offices. These changes require consistent and effective working practices, extended use of electronic working methods and clear, shared expectations amongst all staff. Our corporate services will be reorganised to strengthen further their contribution to service delivery and to maintaining high standards of quality in all that we do.

Finance and information systems

5.20 We will ensure best value and continuous improvement in financial planning. We will develop further our strategic approach to financial and management information and the related use of emerging technology. We will extend our inspection planning system to provide better management information and facilitate in-year reporting of progress against targets.

Business planning

5.21 Over the period of this corporate plan, we will improve our approach to business planning to reduce its complexity. We will enhance our overall capacity and flexibility, by exploring ways of increasing partnership arrangements for evaluation and other activity. We will strengthen links between budgets, key work programmes and management of change, and enhance stakeholders' input to corporate planning.

Communications strategy

5.22 HMIE has recently undertaken a number of initiatives including the launch of an external newsletter for stakeholders, new reports formats, and corporate publications and videos. Our communications strategy covers the completion and consolidation of these initiatives. A major development over the period of the plan will be the linkage and extension of the current HMIE website and intranet. This strategy will create a comprehensive portal for the full range of our staff, stakeholders and users, while taking account of their views on the organisation and provision of information.

Race equality scheme

5.23 We published our race equality scheme in November 2002. It sets out a three-year plan of action to improve our effectiveness in countering discrimination, promoting equality of opportunity and promoting good race relations. We will continue to work to address the action points in the scheme. We will increasingly 'mainstream' these developments beyond 2005-06 and broaden them to encompass a consistent approach to all aspects of diversity.

Standards of service

5.24 We set the highest standards for the quality of our inspections and reviews and other services. We aspire to be influential, valued and respected by achieving excellence in all that we do. The HMIE Charter sets out our standards of service. It explains the ground rules for inspections or reviews and how we aim to ensure that our work is independent, fair,

open and user focused. It is available on our website, and on request from any of our offices. Within each sector HMIE will take further steps to monitor and where necessary to improve consistency in evaluation and reporting.

5.25 We have agreed the set of strategic management priorities and targets contained in this corporate plan with Scottish Ministers. We also agree and set out annual objectives in our annual business plan. We will continue to report on our success in achieving these objectives and agreed business targets in our annual reports to Scottish Ministers.

5.26 The Auditor General for Scotland audits our accounts and is also responsible for the general external audit of our services. Our accounts form part of our Annual Report. Internal auditors also inspect and report on how we achieve sound day-to-day financial management.

5.27 We have taken account of advice from the Scottish Public Services Ombudsman and consulted stakeholders in revising our complaints procedure. We publicise the procedure widely. It is on our website and our reports give details of how to get a copy. The Plain English Campaign has awarded the complaints procedure a Crystal Mark Award for clarity.

Evaluation of HMIE

5.28 We use the European Business Excellence model to guide our self-evaluation, and work with the Quality Scotland Foundation to take it forward. We use a range of techniques and quality tools to set our strategic objectives, and to identify and use a range of measures of success. We received the Charter Mark award for excellence in public services in 2002. Our application focused on the quality of inspection and reporting in pre-school, primary, secondary and special schools and on administrative and professional support for inspection. We will apply for Charter Mark for all of our activities in 2004. We are affiliated to Investors in People through the Scottish Executive and are pursuing the Scotland's Health at Work scheme.

5.29 Part of the process of specifying our objectives is identifying and evaluating the associated risks. We keep a risk register and will ensure that we manage these risks to achieve our targets.

5.30 We routinely gather the views of stakeholders before school inspections and reviews. The groups involved include parents, staff, learners and managing bodies. We shall continue to gather views in this way, and will explore how the results might be shared more widely as well as continuing to contribute to individual inspections and reviews. We will also explore ways of involving pupils and other learners even further in the processes and outcomes of inspection and review.

5.31 We routinely gather the views of headteachers, teachers and other school staff after inspections, together with those of members of inspection teams, through questionnaires and meetings. We gather similar information across all other inspection and review sectors. We hold a series of meetings with representatives of our user groups, timed to ensure early consultation on principles and to match critical dates in our planning cycle. We will continue to obtain stakeholders' views on our processes and effectiveness, use these views to identify changes and improvements, and make them widely available as part of the public accountability for our work.

5.32 We place contracts with independent research organisations on aspects of our work. We target user groups such as headteachers, teachers, pupils, parents, education officers and School Boards. We have examined a range of aspects of our work over the past three years and will continue such research, particularly into the changed formats for inspections.

5.33 Our success will be evaluated against general objectives and key targets set by Ministers across the three-year period of our corporate plan, and performance measures similarly specified in our annual business plans. Objectives and performance measures will match the framework of our strategic priorities.

6. Continuing activities over the next three years

Establishment and authority inspections (strategic priorities 1, 2 and 3)

- Complete initial integrated inspections of early education by April 2006, looking forward to a new proportionate approach for that sector.
- Continue 'generational cycle' of school inspections.
- Complete the programme of FE college reviews and other quality assurance and activity to support improvement in further education, looking forward to revised arrangements as agreed with SFEFC.
- Complete current programme of inspection of the education functions of local authorities, looking forward to a new proportionate inspection programme from August 2005.
- Complete the current programme of inspections of community learning and development.
- Continue follow-through inspections in schools using proportionate inspection model.
- Undertake inspection of aspects of teacher education.
- Work with education authorities and boards of governors to operate and further develop proportionate follow through arrangements which secure improvement in identified schools and in other sectors.

Building capacity in the system

- Conduct a range of thematic inspections and aspect reviews designed to respond to policy needs and promote improvement in key areas of provision and practice (strategic priorities 1, 2 and 3).
- Identify, collate, disseminate and promote good practice encountered through inspections to include, for example, reports, audit tools, meetings, seminars, conferences, bulletins, website and professional engagement and dialogue (strategic priorities 2 and 3).

- Support self-evaluation, for example with guides for Charter Mark and EFQM and a series of other guides and audit tools linked to *How good is our school?* (strategic priorities 2 and 3).

Support for policy development

- Provide secondments to and from Scottish Executive departments (strategic priorities 2 and 3).
- Undertake evaluative tasks and investigations agreed with Ministers and Scottish Executive divisions (strategic priorities 2 and 3).
- Provide ongoing professional advice to officials across the Scottish Executive as appropriate (strategic priority 3).
- Provide direct advice to Ministers (strategic priority 3).
- Provide advice to national bodies, local authority officials, headteachers and key managers (strategic priorities 2 and 3).
- Ensure highly developed knowledge of the education system through liaison activity, discussion with stakeholders, participation in networks and consideration of research findings (strategic priority 3).

Development of HMIE as a best value organisation (strategic priority 4)

- Resubmit for the Charter Mark standard for customer service excellence during 2004.
- Seek continuous improvement as an organisation by sharing good practice in Scotland more widely and by taking account of international good practice.
- Implement the HR strategy, in particular to recruit the right people to ensure delivery of our business objectives, including Inspectors, corporate services staff, associate assessors and lay members.
- Implement a revised finance strategy, to ensure best use of resources.
- Provide high standards and consistency in all our work and manage key risks effectively.

- Provide effective leadership and staff development for all staff, for example to ensure linkage with *Partnership for a Better Scotland* (PABS) and an understanding of the policy context.
- Make best use of accommodation and other resources including IT facilities.
- Complete and implement the HMIE communication strategy to develop very effective external and internal channels of communication.
- Make best use of resources through effective management planning strategy and conduct an internal best value review programme to ensure we maintain and improve our standards of service.
- Work to, or exceed, the standards as outlined in HMIE's Charter and adhere to the procedures in HMIE's guidelines.
- Develop an inspection model for integrated community schools in context of services for children.
- Further develop proportionate follow through arrangements from school inspections, in partnership with education authorities.
- Explore additional ways of involving pupils and other learners in the processes of inspection and review.
- Continue to support improvement, and develop appropriate procedures in relation to new legislation.
- Develop proportionate review and inspection strategies in further education, community learning and development, and pre-school education.
- Work with other bodies to identify and evaluate key features of effective learning, including in the context of Future Learning and Teaching (FLaT) projects.

7. Main developmental activities over the next three years

- Plan evaluation and staff development activities jointly with other inspectorates and organisations concerned with the quality of education and related services, for example, Audit Scotland, Care Commission, Social Work Services Inspectorate, Scottish Prisons Inspectorate and health bodies.
- Work with other inspectorates to develop a quality framework and inspection model(s) for services for children to promote and support self-evaluation and improvement within these services.
- Develop and implement a new programme of inspections evaluating the work of local authority psychological services.
- Develop new models for the inspection of the education functions of local authorities in the context of wider services for children.
- Develop a new programme of community learning and development inspections with closer links to INEA and integrated community school inspections.
- Respond to the *Determined to Succeed* report by producing and promoting quality indicator materials for enterprise in education, identifying good practice and inspecting and reporting on enterprise in education and related areas.
- Evaluate the implications for HMIE of recent and forthcoming legislation relating to race equality, disability discrimination, additional support needs and freedom of information.
- Develop staff knowledge and expertise to ensure the effective contribution of HMIE in evaluation and in providing professional advice to areas of key policy development including:
 - improving parental involvement;
 - curriculum review;
 - assessment and certification;
 - inclusive education;
 - additional support needs;
 - enterprise in education; and
 - quality assurance in post-compulsory education.

- Develop improved and sustainable arrangements across all sectors for identifying and disseminating good practice encountered through inspection, including the delivery of a series of good practice conferences and development of a good practice website area.
- Support the development of self-evaluation across the range of services for children.
- Work with HMIE's stakeholders to inform and shape key areas of our development.

8. Key targets

We have set the following key targets for the period of this plan. We aim to ensure that:

- Across each sector, the number of inspections and reviews undertaken by 2005 will be at or beyond the total required in our current projections for delivery of the relevant generational or other cycles. For 2004-05 the projected figures are:

Sector	Number
Pre-school	750
Primary	250 ⁽¹⁾
Secondary	55 ⁽²⁾
Special	25
Residential special, including secure accommodation	7
Prison education facilities	5
Education authorities	6
Further education colleges	To be agreed with SFEFC and published by them
Community learning and development services	8
Voluntary sector organisations	6

⁽¹⁾ of which at least 10% will have provision for pupils with additional support needs

⁽²⁾ of which at least 30% will have provision for pupils with additional support needs

- Across all HMIE activity that identifies, disseminates, and promotes the adoption of good practice, over 90% of user evaluations will rate as good or better at least 75% of aspects of the usefulness of HMIE-produced materials and other contributions.
- Across all sectors, over 90% of user evaluations of inspections and reviews will rate at least 75% of aspects of the process as good or better.
- Over 95% of the recipients of written professional advice provided by HMIE who respond to an invitation to comment on its usefulness will rate it as good or better.
- Over 95% of heads of establishment and heads of managing authorities who respond to an invitation to comment will rate the quality of both HMIE feedback and the helpfulness of the inspection as good or better.
- Increase HMIE dispersal among the communities it serves by opening three new offices and relocating another, and establish fully effective working in each by the end of 2005.
- For those schools where follow-through activities are undertaken by HMIE, publish a report within two years and in schools being followed through by education authorities, HMIE will agree a similar target.
- In 90% of schools where HMIE directly undertake the final follow-through visit, report to parents on school improvement resulting from the original published inspection report within two years. For those schools where education authorities undertake the final follow-through visit, monitor and report on each authority's performance reporting to parents on the same basis.
- Improve substantially our staff's sense of well being in terms of individual morale and job satisfaction.
- Establish baseline financial and staff time costs of inspections in each sector, for the costs of training and updating HMIE staff, and for paper use and filing; and use this data to demonstrate improvement in relation to quantitative efficiency targets over the later period of the plan between 2005 and 2007.

- By 2006, have in place a robust system of child protection inspection through a new multi-disciplinary inspection programme, using national standards for child protection.
- By 2008, have in place for services for children, a single, coherent system of inspection and quality assurance to promote continuous improvement in delivery across services for children as a whole.

9. How we have performed over the last three years

9.1 This is our second corporate plan as an executive agency. Our first coincided with our move to agency status in 2001, which was a response to the changes in roles and functions brought about by devolution. It also reflected an increasing emphasis in Scotland and beyond on the need for independent, rigorous evaluation of the education system.

9.2 The last three years have been a period of great change. We have established a flexible and responsive staffing structure of inspectors, corporate services staff, associate assessors and lay members and part-time inspectors. We are also now preparing for radical changes in the locations where our staff will be based across Scotland.

9.3 Throughout this period we have:

- met all of our main targets and in some cases exceeded them;
- committed to publishing an inspection report on every primary school in the seven-year period to session 2009-10 and on every secondary school in the six-year period to session 2008-09;
- introduced a more proportionate model of school inspections. This approach includes a standard core inspection with proportionate follow-through activities which vary depending on the outcomes of the core inspection. It also maintains the rigour and independence of previous inspection models. At the same time it places greater emphasis on supporting improvements by working with schools and education authorities;
- successfully established major new areas of inspection. These areas included education authority inspections, integrated inspections with the Care Commission in pre-school centres, special residential schools and secure accommodation;
- undergone significant internal restructuring to deliver improved business effectiveness; and
- repositioned the role of HMIE in the education system.

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ISBN 0-7053-1050-7



9 780705 310505

Astron B36238 9-04

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